

# B.A. in Liberal Studies

The B.A. in Liberal Studies completion program is designed for adults returning to college to complete a bachelor's degree in liberal studies. Antioch recognizes the valuable knowledge that adult learners have gained through life experience and challenges students to reflect on this previous learning and its relationship to their goals, values and interests. Each student chooses or develops a design for an educational program that integrates previous college studies, prior life and work experiences, and current work at Antioch within a liberal arts framework. The process of developing and directing one's own learning experiences is challenging and empowering, and helps each student develop a greater sense of personal direction and professional competence.

## Program Faculty and Staff

<http://www.antiochseattle.edu/BAfaculty>

### Program Director

Janet Tallman, Ph.D.

### Core Faculty

Nada Elia, Ph.D.  
Mary Lou Finley, Ph.D.  
Candace Harris, M.A.  
Anne Harvey, M.S.W.  
Randy Morris, Ph.D.  
Rob Wang, Ph.D.  
Sue Woehrlin, Ph.D.

### Visiting Faculty

Bryan Tomasovich, Ph.D.

### Associate Faculty

Walter Hudsick, M.A.

### Adjunct Faculty

Mike Archer, Psy.D.  
Anna Balint, M.S.W.  
Terri Thomas Elliot, Ph.D.  
Alexandra Hepburn, Ph.D.  
Ken Turner  
Mark Wicks, Ph.D.

### Student Services Coordinator

Carson Marshall, M.A.

### Office Manager

Jack Johnston, M.A.

## Explanation of Symbols

\*W\* Writing-Intensive Courses place a heavier emphasis on writing in relation to the topic explored. Instructors generally assign more writing but less reading than usual in such courses and may require multiple drafts of a paper. In discipline-specific courses, instructors spend more time clarifying the methodology of that discipline and academic writing standards for that field of study. \*W\* courses are recommended for students who particularly want to work on the development of their writing skills while engaged in diverse areas of study and who would like a more explicit and focused approach to that process.



These courses are open to cross-program enrollment for the entire registration period. If you are planning to take classes in other programs, be sure to check the particular course description for any prerequisites and/or instructor's permission.

*Please note that due to summer holidays, courses on Wednesday and on Monday are affected by school closures. Please check class listings carefully; if no changes are noted for a specific class, be certain to check with the BA program before registering.*

*Note: Most courses in the B.A. program are taught for variable credit. Students typically register for three or four credits in consultation with their adviser, and then follow the instructor's syllabus guidelines for appropriate workloads.*

(Lab Fee \$) Students registering for courses with this designation must pay a lab fee. Please check italics at end of course description for more detail.

## Core Curriculum/Foundation Courses

### BAC300G-1: Liberal Studies III: Competency Demonstration (1-2)

Sue Woehrlin

Tuesday, 7 to 9:30 p.m.; July 3, 17, 31, Aug. 14, 21

Students prepare for and conduct liberal arts core competency and area of concentration demonstrations. Participants enter into reflective conversation about the meaning of a liberal arts education as seen from their current vantage point. Additionally, students envision their senior synthesis project and write a formal proposal. *This seminar is intended to be undertaken in the students' penultimate quarter; it is required for structured concentration pathway students, optional for individualized concentration pathway students. Prerequisite: Portfolio Assessment Committee (PAC)-approved student portfolio.*

### BAC300H: Liberal Studies IV: Senior Synthesis Seminar (1-2)

Anne Harvey

## The B.A. evening colloquia:

Students in their last two quarters of residency participate in collective learning experiences on Tuesday or Thursday evenings after 7 p.m.

| Date    | Courses   |
|---------|---|
| July 3  | <b>Liberal Studies III:</b> Competency Demonstration<br><b>Liberal Studies IV:</b> Senior Synthesis |
| July 12 | <b>Educational Design I</b> (Ind. & Str.); I & III (Ind.)   |
| July 17 | <b>Liberal Studies III:</b> Competency Demonstration<br><b>Liberal Studies IV:</b> Senior Synthesis |
| July 26 | <b>Educational Design I</b> (Ind. & Str.); II & III (Ind.)  |
| July 31 | <b>Liberal Studies III:</b> Competency Demonstration  |
| Aug. 14 | <b>Liberal Studies III:</b> Competency Demonstration<br><b>Liberal Studies IV:</b> Senior Synthesis |
| Aug. 21 | <b>Liberal Studies III:</b> Competency Demonstration  |

Tuesday, 7 to 9:30 p.m.; July 3, 17, 31, Aug. 14, and a Thursday session, 7 to 9:30 p.m., Sept. 6

Graduating students complete the senior synthesis/capstone projects in a learning community context. Students learn dynamic and professional presentation skills in preparing for and presenting to the senior symposium. In addition, the seminar provides a reflective forum for degree completion. *This seminar is intended to be undertaken in the students' final quarter; it is required for structured concentration pathway students, optional for individualized concentration pathway students. Prerequisite: successful completion of Liberal Studies III, or degree committee-approved senior synthesis project proposal.*

### BAC391I-1: Educational Design I (Individualized pathway) (1)

Evaluator: Core faculty advisor; Convened by: Anne Harvey

Workshops: Thursday, 7 to 8:30 p.m.; July 12, 26

Through this workshop/independent study, the student choosing the individualized pathway learns to self-direct her/his own educational planning process. Working closely with a core faculty advisor, the student forms a degree committee, prepares the preliminary self-assessment and educational design documents, and holds the first degree committee meeting. *Required for individualized area of concentration pathway students.*

### **BAC391S-1: Educational Design I (Structured pathway) (1)**

Evaluator: Core faculty advisor; Convened by: Carson Marshall

Workshops: Thursday, 7 to 8:30 p.m.; July 12, 26

This workshop/independent study is for the student choosing the structured pathway area of concentration. In consultation with the core faculty advisor, the student chooses one of the pre-approved areas of academic concentration, develops an individualized plan for how to meet the requirements of that concentration, and articulates preliminary program goals and a plan for achieving the program's liberal arts competency outcomes. *Required for structured area of concentration pathway students.*

### **BAC392: Educational Design II (Individualized pathway) (1)**

Evaluator: Core faculty advisor; Convened by: Sue Woehrlin

Workshops: Thursday, 7 to 8:30 p.m.; July 12, 26

Through this workshop/independent study, the student continues to develop self-directed learning skills. Working closely with a core faculty advisor and her/his committee, the student designs an individualized area of academic concentration, articulates program learning goals, negotiates a plan for achieving and demonstrating the core outcome competencies, and eventually holds the second degree committee meeting. *Required for individualized area of concentration pathway students.*

### **BAC393: Educational Design III (Individualized pathway) (1)**

Evaluator: Core faculty advisor; Convened by: Sue Woehrlin

Workshops: Thursday, 7 to 8:30 p.m.; July 12, 26

Through this workshop/independent study, the student deepens her/his ability to synthesize, present and self-assess program learning. Working closely with a core faculty advisor, the student prepares for and convenes the third degree committee to demonstrate achievement of the liberal arts core competencies and area of concentration goals. In addition, she/he develops a senior synthesis proposal. *Required for individualized area of concentration pathway students.*

### **BAC445: Senior Synthesis**

This includes an integrative thesis or project

intended to help synthesize program learning, usually undertaken in the student's final quarter.

## **Arts, Literature and Writing**

### **BAC322S: Ceramics – Raku and Related Techniques (3-4) (Lab Fee \$)**

Ken Turner

Friday, 9:30 a.m. to 12:30 p.m.; July 6, 13, 20, Aug. 3, 10, 24, Sept. 7, and Saturday, 10 a.m. to 7 p.m.; Aug. 25; Limit 16

Fostering a creative self-awareness, this class kindles the creative spirit in each student through various hands-on assignments. Students develop a working knowledge of ceramic studio vocabulary, while learning the basic principals of hand building. Special emphasis is placed on Raku firing and spin-off techniques. The class requires experiential learning at the instructor's studio for participation in firings.

### **\*W\* BAC323A: Writing in Context (3-4)**

Walter Hudson

Wednesday, 7 to 9:30 p.m.; Limit 20

This class offers an exploration of the writing process as intellectual dialog. Students examine and practice writing in the context of purpose, audience, discourse community and situation. Students practice writing that incorporates interaction with other texts (written and unwritten), collaboration with other writers, integration of new knowledge through research, and observation of conventional writing style practices.

### **\*W\* BAC446B: Advanced Fiction Writing (3-4)**

Anna Balint

Wednesday, 4 to 6:30 p.m.; Limit 16

Students take what they already know about the craft of fiction writing and develop it further through writing practice and intensive workshops. The focus is on student writing, in whatever direction they wish to develop. For some this is short story, for others a novel in progress or perhaps a fictionalized or creative memoir. *This course may be repeated for credit. Questions concerning the expectations of an advanced writing course should be directed by email to the instructor on FirstClass.*

## **Psychology/Human Services/Spiritual Studies**



### **BAC308H: Immigrant Experiences (3-4)**

Alexandra Hepburn

Saturday, 10 a.m. to 4 p.m.; July 7, 21, Aug. 11, 25, Sept. 8; Limit 20

With a special focus on children and youth, students gain insight into the realities of contemporary immigration into the U.S. Explorations into immigrant and refugee personal stories, cutting-edge research and field observations lead to consideration of one of the most significant national questions of our time: "What is an American?" *Registered students must access My Courses on FirstClass for reading lists of material to be completed before the first session meets.*



### **BAC332A: Introductory Perspectives of Loss and Grief (3-4) (Lab Fee \$)**

Mark Wicks

Thursday, 4 to 6:30 p.m., July 5 to Aug. 23 and an overnight retreat, Friday, Aug. 17 to Saturday Aug. 18 (mandatory to receive credit for class); Limit 20

Using physiological, psychological, social and ethical perspectives on the process of dying and bereavement, students identify different coping styles with each developmental stage in the life cycle as a response to attachment and loss and examine the individual in the context of gender, family, culture and spirituality. Class time includes an off-campus weekend retreat. *Class time devoted to retreat is deducted from weekly sessions; class ends Aug. 23. Students registering for this class must pay a \$125 fee for off-campus retreat facility use.*



### **BAC411F: Lifespan Development (3-4)**

Mike Archer

Monday, 7 to 9:30 p.m.; Limit 20

In this class, students trace the major phases of human development from a variety of perspectives. Lifespan is viewed as a continuum in which crises and change and coping and adjustment occur within a social context. The emphasis is on addressing how developmental perspective informs us of important lifespan issues. *This class satisfies prerequisites for admission to the Center for Programs in Psychology. Eligibility: All BA and psychology students.*

## **Social Sciences, Social Justice and History**



### **BAC404D: Vision and World Making (3-4)**

Terri Thomas Elliot

Wednesday, 7 to 9:30 p.m.; Limit 20

Envisioned as a launching pad for change-makers from disparate communities and spheres of concern, students learn to understand and tap into human beings' innate world-making powers through the function of vision and the power of

imagination. Students unravel the limited inherited visions and attempt to weave new visions of community service and activism through study of philosophers and social activists.

### **BAC405L: Readings in Organizational Theory (3-4)**

Sue Woehrlin

Day and Time TBA

In this class, students acquire a general orientation to theories of organizational behavior, the evolution of organizational/management frameworks over the 20th century, contemporary perspectives on organizational structure and functioning, and the psychology of organizations. Readings are individually tailored to participant needs. Offered as tutorial or guided group study depending on enrollment.

## Mathematics and Science

### **BAC315O: Women in the Wilderness (3-4)**

Anne Harvey

Monday, 4 to 6:30 p.m. and Friday, Aug. 3rd to Sunday, Aug. 5th; Limit 20

Students immerse themselves in intellectual and experiential examination of the emotional, spiritual, physical and mental dimensions of women's experience in the wilderness through exploration in aspects of ecofeminism, ecopsychology and the relationship between human and environmental health. The course includes two days in the wilderness.

### **BAC319H: Pilgrimage: Walking With Intention (3-4)**

Sue Woehrlin

Tuesday, 4 to 6:30 p.m. and Friday, July 27th to Saturday, July 28th; Limit 20

The pilgrim journeys to a sacred place as an act of devotion, in search of healing or answers to life's questions. The physical journey becomes a metaphor for the inner journey. This class is a highly experiential and interdisciplinary exploration of historical, cultural, spiritual and psychological perspectives on pilgrimage.

## Experiential Learning

### **\*W\* BAC301G: Writing Prior Learning Experience (2-3)**

Candace Harris

Tuesday, 7 to 9:30 p.m. Limit 16

This class is designed for students who are actively documenting life learning for college credit and provides them with the opportunity

to write their prior learning documentation packages. Emphasis is placed on learning how to organize prior learning credits into discrete disciplinary categories, write clear class titles, identify specific learning competencies, and construct coherent, articulate and comprehensive learning narratives. Students engage the necessary stages of development, are given constructive feedback on their writing, and complete prior learning packages that are ready for evaluation by the completion of the class. **Prerequisite:** BAC301E: *Learning from Experience: Documenting Life Learning*. This course can be repeated for credit.

### **BAC394: Prior Learning Credits**

This is the course number a student uses to register for Prior Learning course work submitted for evaluation. Students register Prior Learning courses individually by course title and number of credits requested, upon approval of Prior Learning Coordinator and faculty adviser. **Eligibility:** BA students who have completed documentation packages and received signed approval of Prior Learning Coordinator.

## Individualized Study Options

The B.A. program encourages a wide range of individualized study options. Each student pursuing individual study needs an approved evaluator, a negotiated learning contract and adviser approval. The number of credits granted depends on the scope of the intended learning. Drafts of all individualized learning contracts need to be developed in the quarter prior to the one in which the learning activity will take place. Please consult with your faculty adviser to design any of the following:

### **BAC396: Student Leadership**

There are many opportunities for B.A. students to gain leadership skills through involvement in campus activities and initiatives. Examples include: organizing quarterly performance salons or educational forums; advertising/marketing student events; participation in campus governance system as an elected or appointed representative; involvement in program development or strategic planning initiatives.

### **BAC397: Service Learning**

An intentional educational experience centered on a volunteer/service project in the community. Emphasis is on the student's service.

### **BAC397A: Freedom Project Community Service (2)**

Liaison: Anne Harvey

The Freedom Project teaches non-violent communication and mindfulness skills to inmates in both men's and women's prisons as well as those

recently released from prison (returnees). Project volunteers receive similar training and can then volunteer to train inmates and returnees or can volunteer to work with Freedom Project staff doing coordination, office management or computer and web site design.

### **BAC398: Internship/Practicum**

Students develop practitioner skills either through participation in one's current workplace or a new professional role one is considering or preparing to enter. Earned credit is based on meeting the goals of the Learning Contract used to target specific learning competencies.

### **BAC399: Independent Study**

Independent Study includes all manner of independent learning beyond the scope or format of B.A. program curriculum offerings. It can include but is not limited to: guided readings; independent research; special writing projects; studio work in the fine arts, music and theater; or completion of an individualized course syllabus. It can also be arranged with other students as a group independent study with a shared evaluator.

### **BAC445: Senior Synthesis**

A thesis or project in a student's major field of interest that integrates earlier course work. This is undertaken in the student's final quarter.

## Other Courses

B.A. students may take courses in other programs at Antioch. See cross-program registration listings and note if instructor permission is required. Under certain circumstances, students may take courses at other colleges and universities in the area, and then transfer those credits.

B.A. students may apply for voucher funds to help cover the costs of off-campus classes and workshops. Appropriate options are determined and evaluated in consultation with each student's adviser.

### **Freehold Studio/Theatre Lab**

The Freehold Studio/Theatre Lab offers courses to Antioch students each quarter. Brochures for the Freehold's theater classes are available in the B.A. program office. Interested students can earn independent study credit through Freehold's program offerings.